

8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.

Subpart 1. **Scope of practice.** A teacher of special education: developmental adapted physical education is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross motor skills. Teachers collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical educational program plans.

Subp. 2. **License requirements.** A candidate for licensure as a teacher of special education: developmental adapted physical education to teach students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross motor skills shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. hold or apply and qualify for a valid Minnesota physical education teaching license;

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of special education: developmental adapted physical education in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. Foundational knowledge. A teacher of special education: developmental adapted physical education understands the foundations of special education services for students with disabilities relating to physical and motor fitness on which to base practice. The teacher must demonstrate knowledge of the:

(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with identified disabilities as the issues apply to physical and motor fitness;

(2) educational definitions, issues related to identification, and eligibility criteria pertaining to students who have disabilities relating to physical and motor fitness;

(3) theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical and motor fitness;

(4) special physical education, adapted physical education, movement education, and motor development, including skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports;

(5) implications of medical, health, skeletal, and neurological conditions on motor learning, including typical and atypical development across the life span;

(6) principles of anatomical structure, physiology, and kinesiology across the lifespan, including typical and atypical development;

(7) impact of single, multiple, coexisting conditions or disabilities on motor functioning and motor skill acquisition; and

(8) impact of typical and atypical motor development and function on the educational, social, and psychological well-being of students.

B. Referral, evaluation, planning, and programming. A teacher of special education: developmental adapted physical education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with disabilities relating to physical and motor fitness. The teacher must be able to:

(1) understand the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities that impact physical and motor fitness and how to communicate the results to the students, families, educators, and other professionals;

(2) adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities in physical and motor fitness;

(3) apply an understanding of health-related aspects of physical and motor fitness in program planning;

(4) support the selection, acquisition, and use of assistive technology for the development of physical and motor fitness, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication;

(5) apply evaluation results to assist the IEP team in selection of service options for addressing individual needs in physical education; and

(6) design individualized program plans that integrate evaluation results, student and family priorities, and concerns that incorporate academic and nonacademic goals in physical education.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: developmental adapted physical education understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities relating to physical and motor fitness. The teacher must be able to:

(1) design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques, including scientifically based research interventions when available, to implement developmental adapted physical education services;

- (2) select and adapt equipment used for instruction in physical and motor fitness;
- (3) design and adapt learning environments that support students with disabilities in safely and actively participating in physical and motor fitness;
- (4) communicate with students, using a range of methods and strategies, including students who are nonverbal or have limited verbal expression;
- (5) provide students with exploration and learning experiences that support life-long participation in physical recreation and leisure activities;
- (6) develop students' self-advocacy and life skills relevant to independence, social skills, community and personal living, recreation, leisure, and employment; and
- (7) monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education.

D. Communication and collaboration. A teacher of special education: developmental adapted physical education cultivates and maintains positive, collaborative relationships with students, families, other professionals, and the community to support student development and educational progress. The teacher must be able to:

- (1) collaborate with students and their families in making choices, given identified strengths and needs in physical and motor fitness, that impact academic, occupational, and other domains across the life span;
- (2) access services, networks, agencies, and organizations relevant to the field of developmental adapted physical education;
- (3) identify and coordinate educational roles and responsibilities with individualized education program plan team members and stakeholders in providing educational services that impact physical and motor fitness;
- (4) provide and receive consultation and coordinate with related service providers, including occupational therapists and physical therapists, in delivering developmental adapted physical education services;
- (5) collaborate with students, families, and other service providers to locate community and state resources for further participation in leisure and recreational activities;
- (6) promote collaborative practices that respect the individual's and family's culture and values relative to access to physical education and recreation and leisure options across the life span;
- (7) access and evaluate information, research, and emerging practices relevant to the field of developmental adapted physical education through consumer and professional organizations, peer-reviewed journals, and other publications; and

(8) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with students and their families.

E. Clinical experiences. A teacher of special education: developmental adapted physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings across a range of service delivery models.

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Professional Educator Licensing and Standards Board governing continuing licenses.

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of special education: developmental adapted physical education are effective on January 1, 2013, and thereafter.

Statutory Authority: *MS s 122A.09; 122A.18*

History: *23 SR 1928; 36 SR 1243; L 2017 1Sp5 art 12 s 22*

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